Reporting the Academic Performance Index for 1999

Media Assistance Packet for Districts

January 2000

prepared by the
Office of Policy and Evaluation
California Department of Education

TABLE OF CONTENTS

FACTS ABOUT THE PSAA

- The Public Schools Accountability Act of 1999 (PSAA) was enacted into law in April 1999.
- The PSAA has three main components: the Academic Performance Index (API), the Immediate Intervention/Underperforming Schools Program (II/USP), and the Governor's Performance Award Program (GPAP).

Academic Performance Index (API)

- The 1999 API is a numeric index (or score) between 200 to 1000, reflecting a school's performance on results of the 1999 administration of the Stanford 9, a nationally-normed test that is administered annually to California public school students in grades 2 through 11 as part of the Standardized Testing and Reporting (STAR) program.
- Other performance indicators such as the standards-based STAR test and the high school exit exam and graduation and attendance rates will be added to the API when the data are available. The law requires that test results constitute at least 60 percent of the API.
- Schools receiving an API score between 200 and 1000 are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest). A school's API score and ranking will be compared to schools statewide and to schools with similar demographic characteristics.
- Schools receiving an API score also receive API scores for each numerically significant ethnic and socioeconomically disadvantaged subgroup in the school.
- The State Board of Education adopted a 1999 API performance target of 800 to serve as the interim statewide target until state performance standards are adopted. This target is a high level of performance to which all schools should aspire.
- The annual growth target for a school is five percent of the distance between a school's API and the interim statewide performance target of 800. For any school below an API of 800, the minimum annual target is at least one point. A school with an API of 800 or more must maintain an API of at least 800 in order to meet its growth target.
- Schools receive a schoolwide growth target as well as a growth target for each numerically significant subgroup.
- The 1999 API reports each school's 1999 API score, the school's statewide ranking, the ranking compared to similar schools, the 1999–2000 growth target, and the API target score for 2000. The 1999 API scores, 1999–2000 growth targets, and 2000 API target scores for numerically significant subgroups are also included.

- The 1999 API results will be posted on the California Department of Education (CDE) PSAA website at http://www.cde.ca.gov/psaa at 10 a.m. on January 25, 2000.

- Schools must annually report their API ranking in their local School Accountability Report Cards starting in July 2000. Each school district's governing board also must discuss these results at a regularly scheduled meeting.

Immediate Intervention/Underperforming Schools Program (II/USP)

- In 1999-2000, $96 million is available to support an initial group of 430 schools that volunteered and were selected for the Immediate Intervention/Underperforming Schools Program (II/USP).

- Beginning fall of 2000, schools that do not meet their growth targets may be eligible for the II/USP, subject to funding. II/USP schools continuing to fall below their targets or not showing significant growth may eventually be subject to state sanctions.

Governor's Performance Award Program (GPAP)

- In 1999-2000, $96 million is available for the Governor's Performance Award Program (GPAP). The GPAP will provide awards for schools that meet or exceed their API growth targets for the school and numerically significant subgroups within the school.

- In addition to or in lieu of monetary awards, achieving schools may receive nonmonetary awards.

- A PSAA subcommittee on awards will convene in January 2000 to identify and develop recommendations for implementing the GPAP. It is anticipated that funds will be allocated in the fall of 2000.

Certificated Staff Performance Incentive Act (Assembly Bill 1114, Chapter 52 of 1999)

- A related initiative to the PSAA is the Certificated Staff Performance Incentive Act which was enacted in June 1999.

- AB 1114 provides $50 million for one-time performance bonuses to teachers and other certificated staff in underachieving schools that significantly improve beyond their annual API growth target.

THE 1999 BASE YEAR ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers for the Media

The Public Schools Accountability Act (PSAA) was signed into law in April 1999. This law authorizes the creation of a new educational accountability system for California public schools. Its goal is to help schools improve the academic achievement of all students.

The PSAA has three components:

- The Academic Performance Index (API) — used to measure school performance, set academic growth targets, and monitor progress over time
- The Immediate Intervention/Underperforming Schools Program (II/USP) — offers financial support to schools in need of improvement
- The Governor's Performance Award Program (GPAP) — rewards schools that show improvement or high achievement

---

What is the Academic Performance Index (API)?

A primary component of the PSAA is the Academic Performance Index (API). The purpose of the API is to measure the academic performance and progress of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score or placement on the API is an indicator of a school's performance level. The school's growth is considered relative to an interim statewide API performance target of 800.

How was the API developed?

In April of 1999, State Superintendent of Public Instruction Delaine Eastin convened a broad-based advisory committee of educators and business leaders to oversee the development of all aspects of the PSAA. An advisory group subcommittee worked with a technical team of university and education research specialists and school district evaluators to create the 1999 API, adopted by the State Board of Education (SBE) in November 1999.

How is the API used?

The API has three uses:

- to rank the academic performance of all California public schools included in the PSAA
- to establish growth targets for these schools and for numerically significant ethnic and socioeconomically disadvantaged subgroups of students within the schools
- to monitor these schools' progress toward meeting established growth targets

Do all public schools receive an API ranking and growth target?

Most, but not all, schools receive API rankings and growth targets beginning in 1999. The API and annual growth targets are calculated for elementary, middle, and high schools, including charter schools, that have 100 or more students with valid test scores on the Stanford 9, Form T, which is part of the state's Standardized Testing and Reporting (STAR) program. Schools with fewer than 100 students with valid scores, along with alternative schools, continuation high schools, and county-administered schools, will participate in an alternative accountability system to be developed by July 1, 2000.

What performance indicators were used to calculate the 1999 API?

When fully developed, the API will be calculated as a composite score for a school, using various performance indicators. The 1999 base year API includes only results of the Stanford 9. When they are available, other performance indicators will be phased in over time. These factors will likely include the standards-based STAR test and the high school exit examination, which will be aligned to state content standards. Other factors such as graduation and attendance rates will be added when the state has an accurate system for collecting the data. The law requires that test results make up at least 60 percent of the API.

How was the 1999 API calculated for a school?

To calculate the 1999 API, individual student scores in each subject area on the 1999 Stanford 9 test were combined into a single number to represent the performance of a school. The national percentile rank (NPR) for each student tested is used to make the calculation. The percentages of students scoring within each of five NPR performance levels (called performance bands) are

THE 1999 BASE YEAR ACADEMIC PERFORMANCE INDEX (API)
Questions and Answers for the Media

weighted and combined to produce a summary result for each content area. Summary results for content areas are then weighted and combined to produce a single number between 200 and 1000. This single number represents the school's API score. The minimum score on the API is 200; the maximum is 1000.

What is a percentile rank?
The percentile rank is the percentage of students in the norming sample that have scores less than or equal to a student's score. A student with a reading score at the 60th percentile scored equal to or better than 60 percent of the students in the norming sample. The Stanford 9 is a nationally normed test with a norm group that is representative of students across the nation, tested in the same grade at approximately the same time of the school year. This means that the scores reported for the Stanford 9 may be considered national percentile ranks (NPR).

What weight was given to each content area measured?
In grades 2–8, the weight given to each content area measured in the 1999 API calculation was: mathematics (40%), reading (30%), language (15%), and spelling (15%). In grades 9–11, the weight given was: mathematics (20%), reading (20%), language (20%), history-social science (20%), and science (20%).

How are schools' 1999 API scores ranked?
Schools' API scores are ranked separately within school type: elementary, middle, and high schools. For each of the three categories, schools' API scores are first sorted from lowest to highest and then divided into ten equal groups (or deciles) ranked from lowest (one) to highest (ten). A second decile ranking compares each school's API score to those of other schools that have "similar characteristics."

What are the characteristics used for the similar schools ranking?
In statute, these characteristics must include:
- student mobility
- student socioeconomic status
- student ethnicity
- percentage of teachers with full credentials
- percentage of teachers holding emergency permits
- average class size per grade level
- percentage of students who are English language learners
- whether schools operate multi-track, year-round programs

Are all student scores on the Stanford 9 included in the 1999 API?
By law, only scores for students enrolled in the district during the previous school year may be included in the 1999 API. In addition, standard exclusion rules used to report school level results for the Stanford 9 are applied. Results from limited English proficient students will be included in the school's API.

What is the interim statewide API performance target?
The PSAA requires that the State Board of Education (SBE) adopt a statewide API performance target upon approval of state performance standards. Because state performance standards have not yet been adopted, the SBE adopted an interim statewide API performance target of 800 for 1999. This target is a high level of performance to which all schools in California should aspire. The interim target will serve as the statewide performance target until the SBE adopts state performance standards.

How are 1999–2000 school growth targets determined?
The annual growth target for a school is five percent of the distance between a school's API and the interim statewide performance target of 800. For instance, a school with a 1999 API of 500 would have a goal of 515 on the 2000 API, or a growth target of five percent of the distance between 500 and 800. A school with a 1999 API of 800 or more must maintain an API of at least 800 in order to meet its growth target. The minimum annual growth target for any school with an API below 800 is at least one score point.

THE 1999 BASE YEAR ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers for the Media

How are the school growth targets used?
Generally, if a school meets or exceeds its growth target, it may be eligible to receive monetary or non-monetary awards through the Governor's Performance Award Program (GPAP), and if the school does not, it may be eligible for interventions through the Immediate Intervention/Underperforming Schools Program (II/USP).

What is the difference between a school's "growth target" and a school's "growth"?
A school's growth target is the amount of improvement a school is expected to make in its API score in a year. A school's growth is the amount of actual gain or loss a school makes in its API score in a year (i.e., its 2000 API score minus its 1999 API score). The 1999–2000 growth targets for schools will be reported in January 2000. The 1999–2000 growth for schools will be reported in the fall of 2000.

How will schools' 1999–2000 growth be ranked?
The same process used to rank API scores by deciles will be used to rank schools' growth that will be reported in fall 2000. At that time, schools' 1999–2000 academic growth, based on results of the Stanford 9 administration for spring 2000, will be sorted by school type: elementary, middle, and high schools. Within each category, a school's growth will be sorted from lowest to highest and then divided into ten equal groups (or deciles) ranked from lowest (one) to highest (ten). Growth rankings are also reported in comparison with other schools that have similar characteristics.

If a school meets or exceeds its growth target, is it eligible for awards?
To be eligible for awards, a school must meet or exceed its schoolwide growth target and its target for each numerically significant ethnic and socioeconomically disadvantaged subgroup. With minor exceptions, each of the numerically significant subgroups must meet or exceed 80 percent of the school's growth target.

How are the numerically significant student subgroups identified for a school's API?
To be numerically significant enough to be included in a school's API calculation, a subgroup must:

- have at least 30 students with valid Stanford 9 scores and be at least 15 percent of the tested enrollment, **or**
- have at least 100 students with valid Stanford 9 scores (even if those 100 students are less than 15 percent of the school's tested enrollment).

What are the categories for the numerically significant subgroup APIs?
Subgroup APIs are calculated for the following categories:

- American Indian or Alaska Native
- Asian
- Pacific Islander
- Filipino
- Hispanic or Latino
- African American not Hispanic
- White not Hispanic
- Socioeconomically disadvantaged

What is meant by "socioeconomically disadvantaged"?
A socioeconomically disadvantaged student is defined as 1) a student neither of whose parents has received a high school diploma **or** 2) a student who participates in the free or reduced price lunch program.

Are English language learners considered a subgroup for API calculations?
English language learners (limited-English-proficient students) are not considered a subgroup for API calculations.

How can media representatives get the STAR results?
The only direct source for the 1999 API results is the PSAA Internet report that will be posted on the California Department of Education website at 10 a.m. on January 25, 2000 at http://www.cde.ca.gov/psaa. Files can be downloaded; instructions for downloading can be accessed through the PSAA website under "statewide data file."

THE 1999 BASE YEAR ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers for the Media

What API results will be in the Internet reports?

The 1999 API Internet reports will include for each school:

- percent of students tested
- 1999 API score (scale 200 to 1000)
- 1999 statewide decile rank (ranked separately within a school type—elementary, middle, and high school)
- 1999 decile rank compared with similar schools
- 1999–2000 growth target
- 2000 API target (API score plus growth target)
- school demographic characteristics
- API subgroup report

How will the API reports be used for the GPAP or II/USP?

A school will be eligible to receive awards (through the GPAP) if it meets or exceeds the schoolwide growth target and comparable growth targets for the school's numerically significant student subgroups. A school that does not meet its growth targets may be identified for interventions (through the II/USP). Schools in the interventions program that do not meet growth targets or show significant growth over time will be subject to local interventions and eventually state sanctions.

When do interventions and rewards components of the PSAA begin?

The "interventions" component of PSAA has already begun. In 1999–2000, 430 schools volunteered and were selected for the Immediate Intervention/ Underperforming Schools Program (II/USP). These schools must meet their 2000–2001 growth targets or they will face local interventions in fall 2001. If these schools do not meet their 2001–2002 growth targets **and** do not show significant growth after two years, they may be subject to state sanctions in the fall of 2002.

The "rewards" component of PSAA, the Governor's Performance Award Program (GPAP), will begin once API growth data are available in the fall of 2000.

How much funding is available for interventions and rewards?

For the 1999–2000 school year, $96 million is available to support an initial group of 430 schools that volunteered and were selected for the Immediate Intervention/Underperforming Schools Program (II/USP). An additional $96 million is available for the Governor's Performance Award Program (GPAP). The Certificated Staff Performance Incentive Act (AB 1114) also includes $50 million for certificated staff in underachieving schools that significantly exceed their annual growth targets.

Specific criteria for awards and the Certificated Staff Performance Incentive Act will be adopted by the State Board of Education (SBE) by the spring of 2000.

Questions about 1999 API results should be directed to the Office of Policy and Evaluation of the California Department of Education at (916) 657-2273 (phone), (916) 657-5201 (fax), or psaa@cde.ca.gov (email). Additional information can be obtained at http://www.cde.ca.gov/psaa on the Internet.

CALCULATING THE ACADEMIC PERFORMANCE INDEX

How to Calculate the 1999 API for an Elementary or Middle School (Grades 2–8)

The 1999 Academic Performance Index (API) for an elementary or middle school is based on the Stanford 9 scores in reading, language, spelling, and mathematics for grades 2–8 from the Spring 1999 administration. Schools must have valid Stanford 9 test scores from at least 100 pupils to obtain an API score.

Inclusion/Exclusion Rules: Student scores are excluded if (1) the pupil first attended the district in the current year as indicated on the STAR header sheet, (2) the test administration accommodation for the pupil is more than one grade out of level, or (3) any of the following four test administration accommodations are marked "yes" for all content areas: Braille, flexible scheduling, revised test format, or use of aids and/or aides. A particular content area of a record is excluded if (1) the percentile rank for that content area is not between 1 and 99 or (2) the test administration accommodation for that content area is marked "yes" for any of the four reasons under #3 above.

- **Step 1:** Determine the percentage of pupils scoring within prescribed performance bands for a particular subject area, in this case for Reading. In this example, 5% of the school's pupils score in Performance Band 5 (between the 80–99th NPR) in Reading.

- **Step 2:** For each performance band, multiply the Weighting Factor by the Percent of Pupils in Each Band to obtain the Weighted Score in Each Band. In this example for Reading, the Weighted Score for pupils scoring in Performance Band 5 (between the 80–99th NPR) is 50.

Stanford 9			Reading	
A		B	C	D
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)
5	80-99th NPR	1000	5%	50
4	60-79th NPR	875	5%	44
3	40-59th NPR	700	25%	175
2	20-39th NPR	500	35%	175
1	1-19th NPR	200	30%	60

NPR = National Percentile Rank

- **Step 3:** Repeat Steps 1 through 4 for each remaining content area.

Stanford 9			Language		Spelling		Mathematics	
A		B	E	F	G	H	I	J
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5	80-99th NPR	1000	10%	100	5%	50	5%	50
4	60-79th NPR	875	10%	88	10%	88	10%	88
3	40-59th NPR	700	30%	210	25%	175	25%	175
2	20-39th NPR	500	30%	150	35%	175	35%	175
1	1-19th NPR	200	20%	40	25%	50	25%	50

- **Step 4:** Sum the weighted scores across performance bands. The Total Weighted Score Across Bands for Reading is 504.

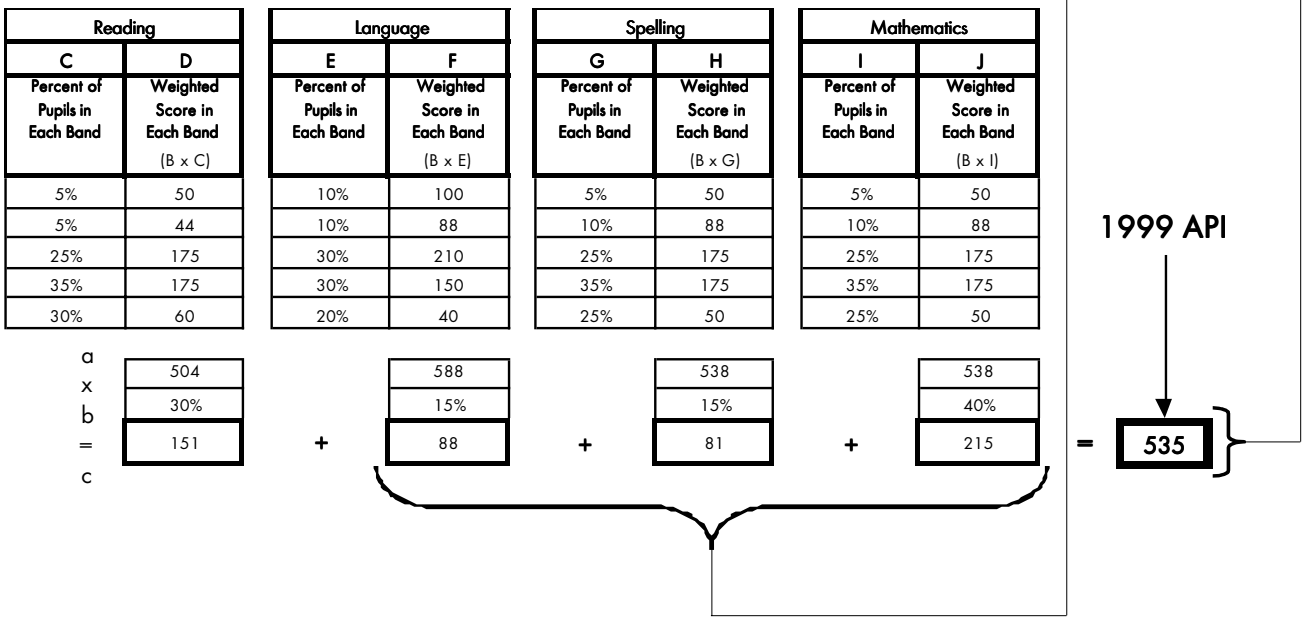
- **Step 5:** Multiply the Total Weighted Score Across Bands by its Content Area Weight to obtain the Total Weighted Score for Content Area (a x b = c). In this example, the Total Weighted Score for the Content Area of Reading is 151.

Stanford 9			Reading	
A		B	C	D
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)
5	80-99th NPR	1000	5%	50
4	60-79th NPR	875	5%	44
3	40-59th NPR	700	25%	175
2	20-39th NPR	500	35%	175
1	1-19th NPR	200	30%	60

a	Total Weighted Score Across Bands	504
x		
b	Content Area Weight	30%
=		
c	Total Weighted Score for Content Area:	151

NPR = National Percentile Rank

- **Step 6:** Repeat Steps 4 and 5 for each remaining content area.
- **Step 7:** Sum the total weighted scores across all content areas. This sum of the weighted scores for all subject areas will be the **1999 API** for the school.



Additional Calculation Rules:

- The sum of the content area scores is rounded to the nearest whole number.
- The API for schools with grade configurations that include both grades 8 and 9 is the average of the APIs for the two grade configuration segments weighted by the number of pupils with valid scores in the two segments. For example, for a K–12 school, the API is the weighted average of the APIs for grades 2–8 and for grades 9–11.

Example: 1999 API for an Elementary or Middle School (Grades 2–8)

Stanford 9			Reading	
A		B	C	D
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)
5	80-99th NPR	1000	5%	50
4	60-79th NPR	875	5%	44
3	40-59th NPR	700	25%	175
2	20-39th NPR	500	35%	175
1	1-19th NPR	200	30%	60

a Total Weighted Score Across Bands
b Content Area Weight
c Total Weighted Score for Content Area:

a	504
x b	30%
= c	151

Language		Spelling		Mathematics	
E	F	G	H	I	J
Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
10%	100	5%	50	5%	50
10%	88	10%	88	10%	88
30%	210	25%	175	25%	175
30%	150	35%	175	35%	175
20%	40	25%	50	25%	50
	588		538		538
	15%		15%		40%
+	88	+	81	+	215

= 535 → 1999 API

How to Calculate the 1999 API for a High School (Grades 9–11)

For high schools, grades 9–11, the 1999 Academic Performance Index (API) is based on the Stanford 9 scores in reading, language, mathematics, science, and social science from the Spring 1999 administration. Schools must have valid Stanford 9 test scores from at least 100 pupils to obtain an API score.

- The API for high schools is computed in the same way as for elementary and middle schools. The weight for each high school content area is 20%.

Reading		Language		Mathematics		Science		Social Science	
C	D	E	F	G	H	I	J	K	L
Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x K)
5%	50	5%	50	10%	100	5%	50	5%	50
5%	44	10%	88	15%	131	15%	131	15%	131
25%	175	35%	245	30%	210	15%	105	25%	175
35%	175	30%	150	30%	150	35%	175	35%	175
30%	60	20%	40	15%	30	30%	60	20%	40
	504		573		621		521		571
	20%		20%		20%		20%		20%
	101	+	115	+	124	+	104	+	114

The Inclusion/Exclusion Rules and Additional Calculation Rules described for grades 2–8 are the same for grades 9–11.

Example: 1999 API for a High School (Grades 9–11)

Stanford 9			Reading		Language	
A		B	C	D	E	F
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)
5	80-99th NPR	1000	5%	50	5%	50
4	60-79th NPR	875	5%	44	10%	88
3	40-59th NPR	700	25%	175	35%	245
2	20-39th NPR	500	35%	175	30%	150
1	1-19th NPR	200	30%	60	20%	40

a Total Weighted Score Across Bands:	504		573
b Content Area Weight:	20%		20%
c Total Weighted Score for Content Area:	101	+	115

NPR = National Percentile Rank

Mathematics		Science		Social Science	
G	H	I	J	K	L
Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x K)
10%	100	5%	50	5%	50
15%	131	15%	131	15%	131
30%	210	15%	105	25%	175
30%	150	35%	175	35%	175
15%	30	30%	60	20%	40

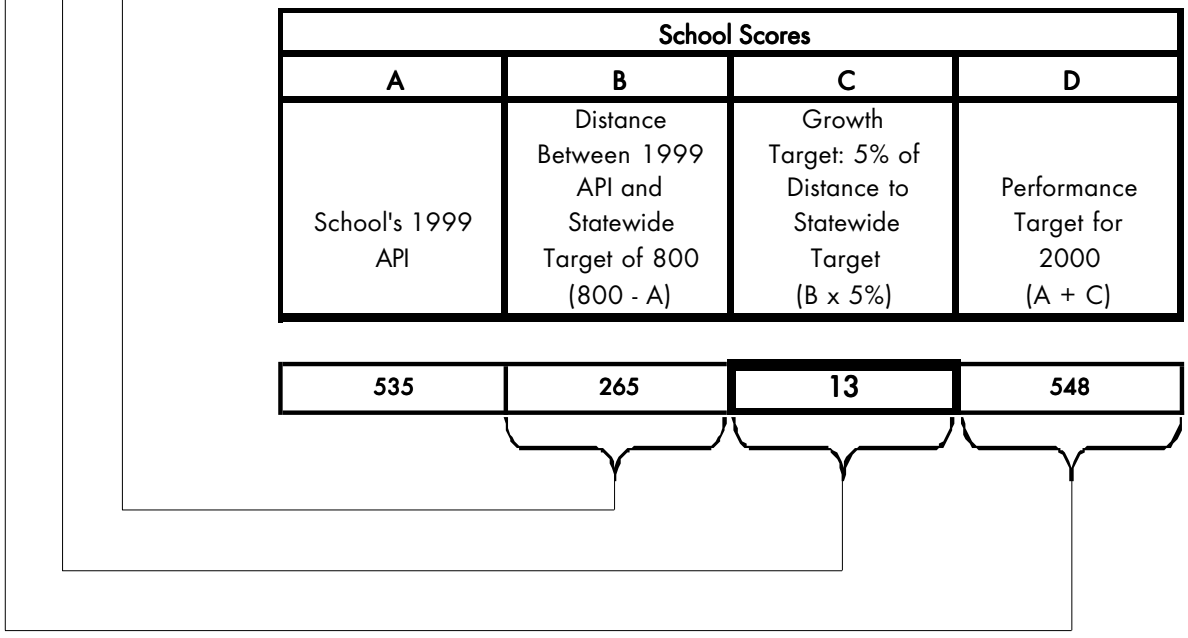
	621		521		571		
	20%		20%		20%		
+	124	+	104	+	114	=	558

1999 API

How to Calculate the 2000 Schoolwide Growth

The 2000 schoolwide growth target will be calculated as 5% of the distance between a school's API and the statewide interim performance target of 800 and rounded to the nearest whole number. The target is based on the school's 1999 API.

- **Step 1:** To calculate the growth target for a school with an API below 800, first find the distance between the 1999 school API and the statewide target. In this example, 800 minus 535 = 265.
- **Step 2:** To obtain the growth target, multiply the result of Step 1 by 5%. In this example, 265 times 5% = 13.
- **Step 3:** To obtain the school's performance target (i.e., API Target), add the 1999 API to the Growth Target. In this example, 535 + 13 = 548.



Note: For any school with a 1999 API below 800, the minimum growth target is at least 1 point. Any school with a 1999 API of 800 or more must maintain an API of at least 800 in order to meet its growth target.

How to Determine Comparable Improvement for 2000

Subgroup Growth Targets for Comparable Improvement

The API shall be used to demonstrate comparable improvement in academic achievement by all numerically significant ethnic and socioeconomically disadvantaged subgroups within schools. "Numerically significant" means (1) at least 30 pupils with valid Stanford 9 scores and at least 15% of a school's tested enrollment or (2) at least 100 pupils with valid Stanford 9 scores (even if less than 15% of the school's tested enrollment). A "socioeconomically disadvantaged" pupil is a pupil neither of whose parent has received a high school diploma **or** one who participates in the free or reduced price lunch program. The subgroup growth target will be calculated for each subgroup as 80% of the schoolwide growth target.

- **Step 1:** Determine which subgroups in the school are numerically significant. In this example, the White, Hispanic, and Black ethnic groups and the socioeconomically disadvantaged pupil population are numerically significant subgroups within the school.

School Populations	Valid Stanford 9 Pupil Test Scores	Percent of total	Is the subgroup numerically significant?
Schoolwide	800	100%	n/a
Subgroups			
• White	100	13%	**yes**
• American Indian	20	3%	no
• Asian	80	10%	no
• Hispanic	320	40%	**yes**
• Black	160	20%	**yes**
• Socioeconomically disadvantaged	300	38%	**yes**

- **Step 2:** Determine the 1999 APIs for each subgroup. The subgroup APIs are calculated in the same way as the schoolwide APIs. In this example, the subgroup API for White is 630, for Hispanic is 480, for Black is 600, and for Socioeconomically disadvantaged is 390.

- **Step 3:** The growth target for each numerically significant subgroup is 80% of the schoolwide target. Multiply 80% by the schoolwide target. In this example the schoolwide target is 13; therefore, 80% x 13 = 10.

	School and Subgroup Scores			
	A	B	C	D
	1999 API	Schoolwide Target: 5% Distance to Statewide Target ((800 - A) x 5%)	Growth Target: 80% of Schoolwide Target (B x 80%)	Performance Target for 2000 (A + C)
Schoolwide	535	13		
Numerically Significant Subgroups				
• White	630		10	640
• Hispanic	480		10	490
• Black	600		10	610
• Socioeconomically disadvantaged	390		10	400

Note: A subgroup in a school with a 1999 API between 781 and 799 will have a growth target of 1. Regardless of the schoolwide API, a subgroup with a 1999 API of 800 or more must maintain an API of at least 800 in order to meet its subgroup growth target. In a school with a 1999 API of 800 or more, any numerically significant subgroup with a 1999 API of less than 800 must improve by at least 1 point in order to meet its subgroup growth target. If 80% of the schoolwide target results in a subgroup target that is greater than the distance from the subgroup API to 800, the subgroup target equals the distance to 800.

TALKING POINTS FOR SCHOOL DISTRICTS

- The 1999 API results provide a starting point for our schools. The growth targets set goals for our schools to achieve.

- Our schools already have incorporated (are incorporating) the 1999 Stanford 9 results into their plans for improving student achievement. The growth targets are state-established goals for school planning.

- The STAR test results, used to calculate the 1999 API, show how well our students performed on one test on one day in a school year.

- It will be extremely important that other indicators of student achievement, in addition to the STAR results, be used in the future to calculate each school's API and the growth achieved. This is planned by state.

- We also must look at other available data about our schools to form a more complete picture of their academic progress. Much of this information is provided on the School Accountability Report Card, required by Proposition 98 and used in conjunction with the API.

- In our schools, we have many limited-English-proficient students who are required to take the Stanford 9 test in English, and their results are included in each school's 1999 API. As these students become more proficient in English, they will do better on the Stanford 9 and help raise their school's API.

- The API results make a strong statement that the achievement of all students in our district's schools is important. No student should be left behind.

- The API rankings will always show fifty percent of the schools in the state below the median. What's important is that growth can and should occur irrespective of a school's rank. The whole accountability system is based on academic growth.

- The API comparison ranking shows that all of our schools are achieving at or above the same level as other schools with similar demographic characteristics (most of our schools are achieving at or above the same level as other schools with similar demographic characteristics) (some of our schools are not doing as well as other schools with similar demographic characteristics and must work harder this year on their students' academic growth). [Use this talking point when explaining your schools' rankings.]

- The staff, students, and parents at all of our schools have worked hard to improve our schools' academic performance. They will continue to work together to reach even higher levels of achievement.

INTERNET POSTING OF 1999 API RESULTS

The 1999 API results will be posted on the California Department of Education website at 10 a.m. on January 25, 2000 at http://www.cde.ca.gov/psaa. The Internet posting of 1999 API results:

- Provides Explanatory Notes designed to assist educators and other interested parties in interpreting the 1999 API report. The Notes provide details with respect to API calculations, growth target calculations, and ranking procedures beyond the explanations and footnotes that appear on the List of Schools and School Report.

- Provides a List of Schools for each district. The list for a district includes the following summary statistics for each elementary, middle, and high school receiving an API in the district:
  - 1999 Percent tested
  - 1999 API
  - 1999 Statewide Rank
  - 1999 Similar Schools Rank
  - 1999-2000 Growth Target
  - 2000 API Target

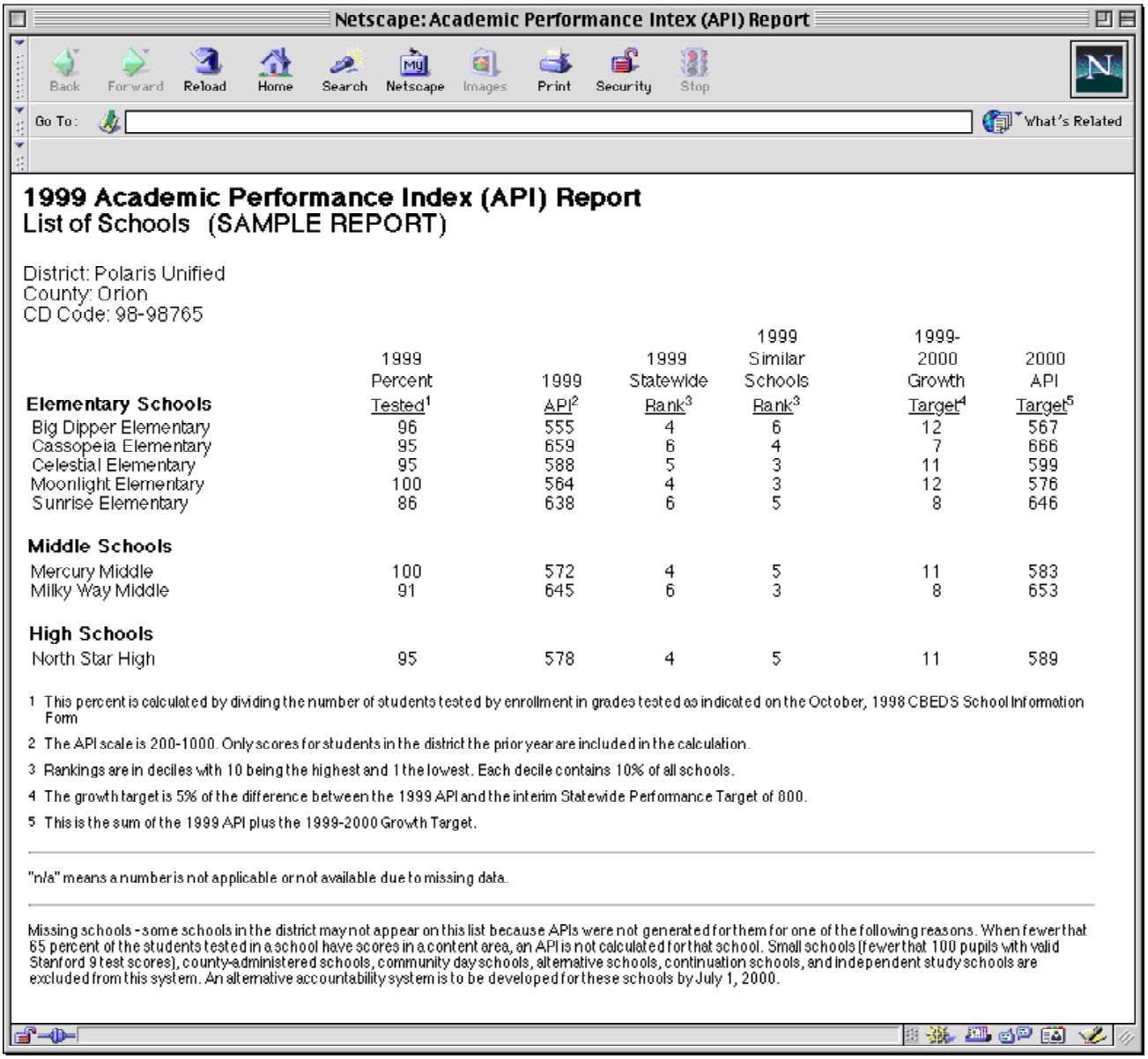
- Provides School Reports for each school receiving an API. The reports include the following information for each school:
  - Summary statistics (1999 Percent Tested, 1999 API, 1999 Statewide and Similar Schools Ranks, 1999-2000 Growth Target, 2000 API Target)
  - Demographic characteristics
  - APIs and Growth Targets for numerically significant ethnic and socioeconomically disadvantaged subgroups in the school

- Provides a statewide data file that contains summary information for each California school receiving an API. Instructions for downloading the file can be accessed through the PSAA website under "statewide data file".

- Allows for report selection by district and by school.

SAMPLE INTERNET REPORTS FOR THE 1999 API

List of schools



Netscape: Academic Performance Intex (API) Report

Back Forward Reload Home Search Netscape Images Print Security Stop

Go To: What's Related

1999 Academic Performance Index (API) Report
List of Schools (SAMPLE REPORT)

District: Polaris Unified
County: Orion
CD Code: 98-98765

Elementary Schools	1999 Percent Tested[1]	1999 API[2]	1999 Statewide Rank[3]	1999 Similar Schools Rank[3]	1999-2000 Growth Target[4]	2000 API Target[5]
Big Dipper Elementary	96	555	4	6	12	567
Cassopeia Elementary	95	659	6	4	7	666
Celestial Elementary	95	588	5	3	11	599
Moonlight Elementary	100	564	4	3	12	576
Sunrise Elementary	86	638	6	5	8	646
Middle Schools						
Mercury Middle	100	572	4	5	11	583
Milky Way Middle	91	645	6	3	8	653
High Schools						
North Star High	95	578	4	5	11	589

1 This percent is calculated by dividing the number of students tested by enrollment in grades tested as indicated on the October, 1998 CBEDS School Information Form

2 The API scale is 200-1000. Only scores for students in the district the prior year are included in the calculation.

3 Rankings are in deciles with 10 being the highest and 1 the lowest. Each decile contains 10% of all schools.

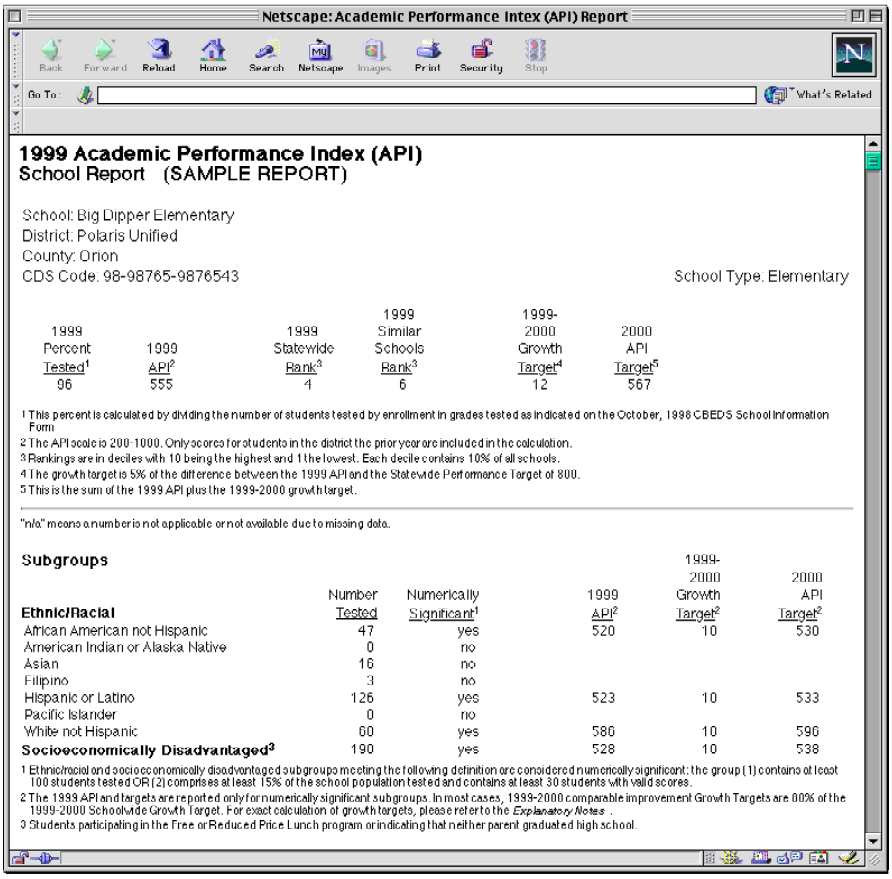
4 The growth target is 5% of the difference between the 1999 API and the interim Statewide Performance Target of 800.

5 This is the sum of the 1999 API plus the 1999-2000 Growth Target.

"n/a" means a number is not applicable or not available due to missing data.

Missing schools - some schools in the district may not appear on this list because APIs were not generated for them for one of the following reasons. When fewer that 65 percent of the students tested in a school have scores in a content area, an API is not calculated for that school. Small schools (fewer that 100 pupils with valid Stanford 9 test scores), county-administered schools, community day schools, alternative schools, continuation schools, and independent study schools are excluded from this system. An alternative accountability system is to be developed for these schools by July 1, 2000.

School Report (Elementary)



Netscape: Academic Performance Index (API) Report

1999 Academic Performance Index (API)
School Report (SAMPLE REPORT)

School: Big Dipper Elementary
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543

School Type: Elementary

1999 Percent Tested[1]	1999 API[2]	1999 Statewide Rank[3]	1999 Similar Schools Rank[3]	1999-2000 Growth Target[4]	2000 API Target[5]
96	555	4	6	12	567

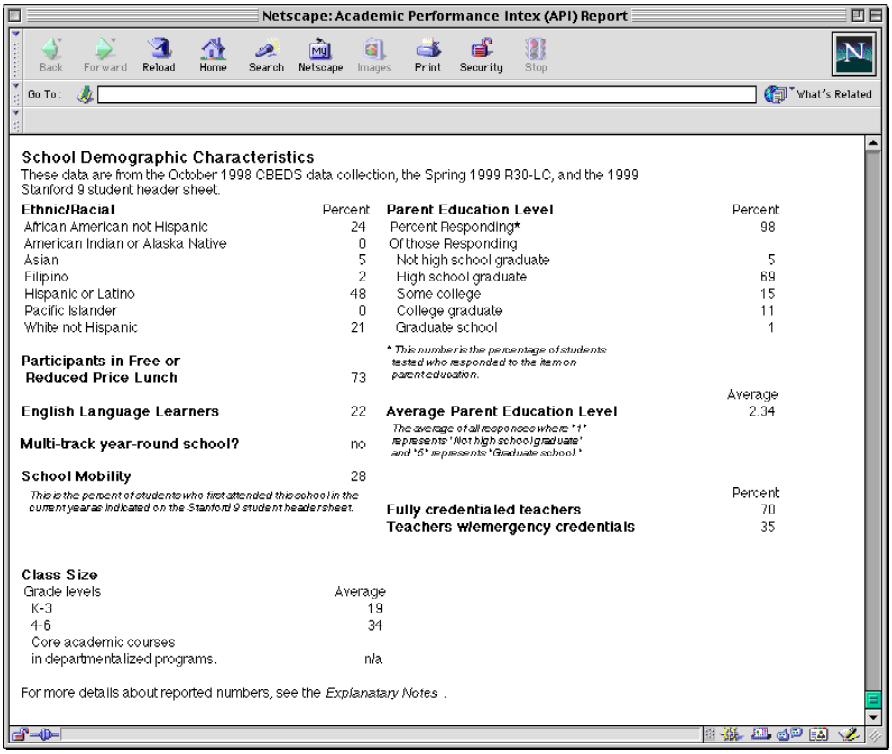
1 This percent is calculated by dividing the number of students tested by enrollment in grades tested as indicated on the October, 1998 CBEDS School Information Form
2 The API scale is 200-1000. Only scores for students in the district the prior year are included in the calculation.
3 Rankings are in deciles with 10 being the highest and 1 the lowest. Each decile contains 10% of all schools.
4 The growth target is 5% of the difference between the 1999 API and the Statewide Performance Target of 800.
5 This is the sum of the 1999 API plus the 1999-2000 growth target.

"n/a" means a number is not applicable or not available due to missing data.

Subgroups

Ethnic/Racial	Number Tested	Numerically Significant[1]	1999 API[2]	1999-2000 Growth Target[2]	2000 API Target[2]
African American not Hispanic	47	yes	520	10	530
American Indian or Alaska Native	0	no			
Asian	16	no			
Filipino	3	no			
Hispanic or Latino	126	yes	523	10	533
Pacific Islander	0	no			
White not Hispanic	60	yes	586	10	596
Socioeconomically Disadvantaged[3]	190	yes	528	10	538

1 Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following definition are considered numerically significant: the group (1) contains at least 100 students tested OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.
2 The 1999 API and targets are reported only for numerically significant subgroups. In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target. For exact calculation of growth targets, please refer to the *Explanatory Notes* .
3 Students participating in the Free or Reduced Price Lunch program or indicating that neither parent graduated high school.



Netscape: Academic Performance Index (API) Report

School Demographic Characteristics
These data are from the October 1998 CBEDS data collection, the Spring 1999 R30-LC, and the 1999 Stanford 9 student header sheet.

Ethnic/Racial	Percent
African American not Hispanic	24
American Indian or Alaska Native	0
Asian	5
Filipino	2
Hispanic or Latino	48
Pacific Islander	0
White not Hispanic	21

Participants in Free or Reduced Price Lunch 73

English Language Learners 22

Multi-track year-round school? no

School Mobility 28

This is the percent of students who first attended this school in the current year as indicated on the Stanford 9 student header sheet.

Parent Education Level	Percent
Percent Responding*	98
Of those Responding	
Not high school graduate	5
High school graduate	69
Some college	15
College graduate	11
Graduate school	1

** This number is the percentage of students tested who responded to the item on parent education.*

	Average
Average Parent Education Level	2.34

The average of all responses where "1" represents "Not high school graduate" and "5" represents "Graduate school."

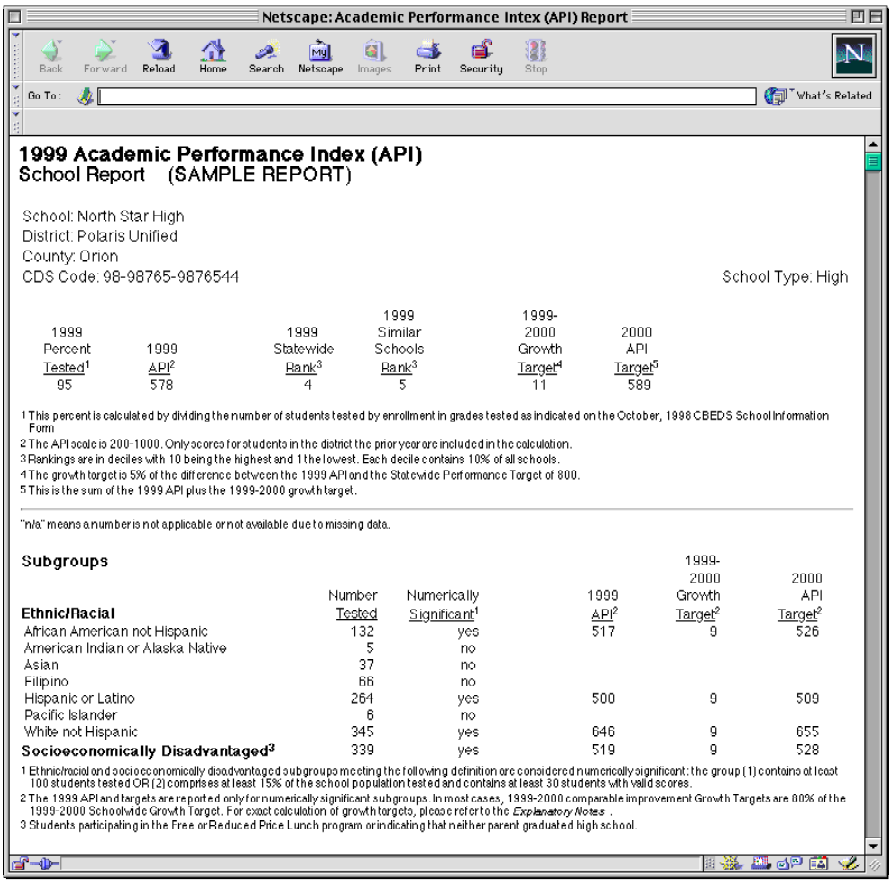
	Percent
Fully credentialed teachers	70
Teachers w/emergency credentials	35

Class Size

Grade levels	Average
K-3	19
4-6	34
Core academic courses in departmentalized programs.	n/a

For more details about reported numbers, see the *Explanatory Notes* .

School Report (High School)



Netscape: Academic Performance Index (API) Report

1999 Academic Performance Index (API)
School Report (SAMPLE REPORT)

School: North Star High
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876541 School Type: High

1999 Percent Tested[1]	1999 API[2]	1999 Statewide Rank[3]	1999 Similar Schools Rank[3]	1999-2000 Growth Target[4]	2000 API Target[5]
95	578	4	5	11	589

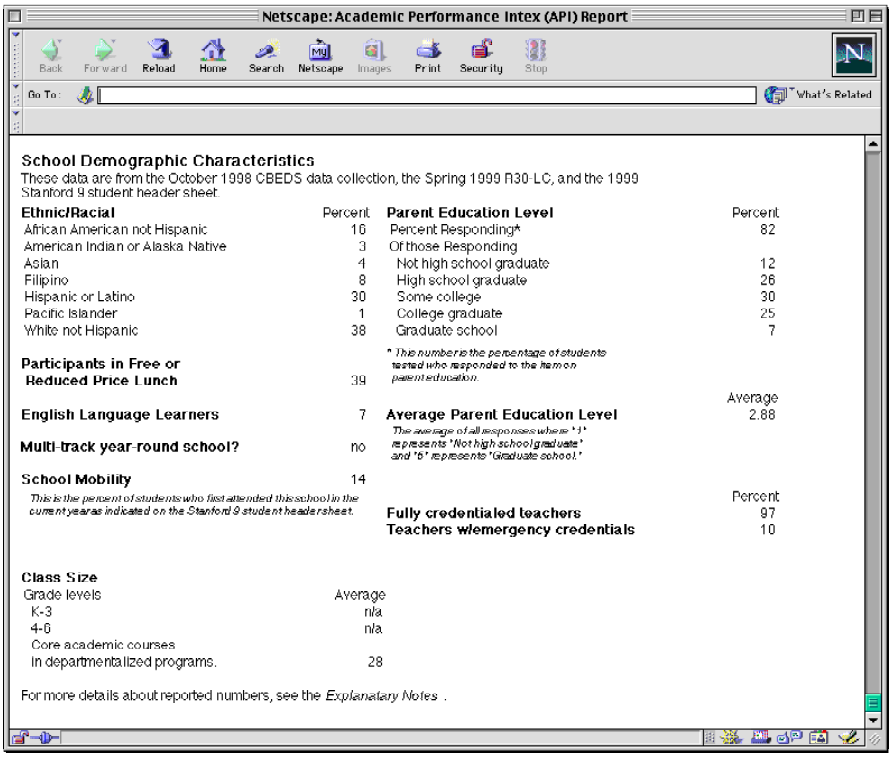
1 This percent is calculated by dividing the number of students tested by enrollment in grades tested as indicated on the October, 1998 CBEDS School Information Form.
2 The API scale is 200-1000. Only scores for students in the district the prior year are included in the calculation.
3 Rankings are in deciles with 10 being the highest and 1 the lowest. Each decile contains 10% of all schools.
4 The growth target is 5% of the difference between the 1999 API and the Statewide Performance Target of 800.
5 This is the sum of the 1999 API plus the 1999-2000 growth target.

"n/a" means a number is not applicable or not available due to missing data.

Subgroups

Ethnic/Racial	Number Tested	Numerically Significant[1]	1999 API[2]	1999-2000 Growth Target[2]	2000 API Target[2]
African American not Hispanic	132	yes	517	9	526
American Indian or Alaska Native	5	no			
Asian	37	no			
Filipino	66	no			
Hispanic or Latino	264	yes	500	9	509
Pacific Islander	6	no			
White not Hispanic	345	yes	646	9	655
Socioeconomically Disadvantaged[3]	339	yes	519	9	528

1 Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following definition are considered numerically significant: the group (1) contains at least 100 students tested OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.
2 The 1999 API and targets are reported only for numerically significant subgroups. In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target. For exact calculation of growth targets, please refer to the *Explanatory Notes* .
3 Students participating in the Free or Reduced Price Lunch program or indicating that neither parent graduated high school.



Netscape: Academic Performance Index (API) Report

School Demographic Characteristics
These data are from the October 1998 CBEDS data collection, the Spring 1999 R30-LC, and the 1999 Stanford 9 student header sheet.

Ethnic/Racial	Percent
African American not Hispanic	16
American Indian or Alaska Native	3
Asian	4
Filipino	8
Hispanic or Latino	30
Pacific Islander	1
White not Hispanic	38

Participants in Free or Reduced Price Lunch	39
English Language Learners	7
Multi-track year-round school?	no
School Mobility	14

This is the percent of students who first attended this school in the current year as indicated on the Stanford 9 student header sheet.

Parent Education Level	Percent
Percent Responding*	82
Of those Responding	
Not high school graduate	12
High school graduate	26
Some college	30
College graduate	25
Graduate school	7

** This number is the percentage of students tested who responded to the item on parent education.*

	Average
Average Parent Education Level	2.88

The average of all responses where '1' represents 'Not high school graduate' and '6' represents 'Graduate school.'

	Percent
Fully credentialed teachers	97
Teachers w/emergency credentials	10

Class Size

Grade levels	Average
K-3	n/a
4-6	n/a
Core academic courses in departmentalized programs.	28

For more details about reported numbers, see the *Explanatory Notes* .

SAMPLE PRESS RELEASE FOR SCHOOL DISTRICTS

"Our schools already have incorporated (are incorporating) the 1999 Stanford 9 results into their plans for improving student learning. Now we have a new way of looking at that data as well as state-established growth targets for each of our schools to achieve," Superintendent _____ said today, after a preliminary look at the 1999 Academic Performance Index (API) reports.

The API is a primary component of the Public Schools Accountability Act (PSAA), signed into law in April 1999. This law authorizes the creation of a new accountability system for California public schools that includes the API, growth targets, the Immediate Intervention/Underperforming Schools Program (II/USP), and the Governor's Performance Award Program (GPAP).

Only results of the Stanford 9 test, given in spring 1999 as part of the state's Standardized Testing and Reporting (STAR) program, were used to calculate the school's API for 1999. In grades 2–8, the API measures student performance in mathematics, reading, language, and spelling. In grades 9–11, the API measures performance in mathematics, reading, language, history-social science, and science.

_____ noted, "It will be extremely important that other indicators of student performance be added to the API as soon as they are available, and this is planned by the state. We must look at other information about our schools to form a more complete picture of their progress. Much of that information is provided on the School Accountability Report Card, required by Proposition 98 and used in conjunction with the API."

The 1999 API establishes the baseline for a school's academic performance and sets annual targets for growth. The state has set 800 as the API score that schools should strive to meet. The 1999 API reports include for each school: the 1999 API score, the 1999 statewide API rank within a school type (elementary, middle, and high school), the 1999 rank compared with similar schools, the 1999–2000 growth target, and the API

target for 2000. Each school report also provides API results for certain numerically significant student subgroups within a school.

The API comparison scores for the district's schools shows all (some, few) of them achieving at or above the same level as other schools in the state. These scores also show all (some, few) of the schools achieving at or above the same level as other schools with similar demographic characteristics. [Add local results here.]

"Whether we are looking at statewide API rankings for school comparisons, the important message is that growth can and should occur irrespective of a school's rank," _____ noted.

"The API for all (many, some) of our schools includes Stanford 9 scores for a large number of limited-English-proficient students who are required to take this test," _____ said. "As these students become more proficient in English, they will do better on the Stanford 9 and help raise the API for their school."

The 2000 API reports are scheduled to be released next fall. These reports will provide a new API score for each school, based on the 2000 Stanford 9 results and show how well schools achieved their targets. Schools that meet or exceed their targets may be eligible for awards from the state. Schools that do not meet their targets may be eligible for interventions or may ultimately be sanctioned by the state.

"The staffs, students, and parents at all our schools work hard to improve the academic achievement of all students. They will continue working together to meet this important challenge," _____ said.

Parents should direct their questions about the API and the PSAA, the API scores, or plans to improve the school's academic performance to their students' school office. Each school in the district will be scheduling a special parent information meeting. Dates and times for those meetings will be sent home from the school.

COMPARISON OF CALIFORNIA'S PSAA WITH OTHER STATES

With the passage of the Public Schools Accountability Act of 1999 (PSAA), California's educational accountability system has become one of the most comprehensive in the nation. California's policies now encompass five areas of an integrated accountability system: statewide assessment, school report cards, school rankings, rewards, intervention, and sanctions.

Statewide Assessment

California is one of 48 states that now administer a statewide assessment of basic academic skills. In California that assessment, the Stanford 9, is part of the Standardized Testing and Reporting (STAR) program. Currently, California uses the results of the nationally-normed Stanford 9 test to calculate its Academic Performance Index (API). The API is used to measure school performance, set academic growth targets, and monitor progress over time. Over the next several years, results of an augmented STAR test, based on the rigorous statewide academic standards, and results of a high school exit examination are scheduled to be added to the API.

School Report Cards

California is one of 36 states that provide for annual "report cards" on the performance of individual schools. The School Accountability Report Card (SARC), a local component of California's accountability system, requires that local governing boards of each school district prepare and issue annually a SARC, for each school, addressing 16 indicators. Schools must ensure that all parents receive a copy of this report card. Schools must annually report their API rankings in their SARCs beginning in July 2000.

School Rankings

California joins a small group of only 19 other states that evaluate and issue public rankings of schools. Under the PSAA, schools' API scores and achieved growth scores will be reported. These scores will also be ranked in deciles. Rankings will be reported compared to other schools statewide and compared to other schools with similar demographic characteristics. California joins six other states—Florida, Kentucky, Louisiana, Nevada, North Carolina, and Texas—which publicly identify high-performing schools. In California, all API scores and rankings are reported annually, whether high-performing or low-performing. Further, the California State Board of Education (SBE) has defined a high level of performance on the API to which all schools in California should aspire. This is the interim statewide API performance target.

Rewards

California joins 19 other states that reward successful schools in some way, 14 of which reward schools with money. Like Kentucky, North Carolina, and Texas, California will offer monetary rewards to schools under the new state accountability system. The Governor's Performance Award Program (GPAP) of PSAA will provide monetary and nonmonetary awards to schools that meet or exceed their API growth targets or the interim statewide API performance target and demonstrate comparable improvement in academic achievement for their numerically significant ethnic and socioeconomically disadvantaged subgroups. The GPAP will provide maximum flexibility in the expenditure of certain funds for schools demonstrating significant growth on the API. In addition, the Certificated Staff Performance Incentive Act (Assembly Bill 1114, Chapter 52 of 1999) will provide one-time performance bonuses to teachers and other certificated staff in underachieving schools that significantly improve beyond their annual API growth target.

Intervention

Under the Immediate Intervention/Underperforming Schools Program (II/USP) of PSAA, California joins 19 other states that identify low-performing schools as part of their accountability system. Under the II/USP, schools are required to write or revise a school-improvement plan and receive assistance to improve academically. California joins approximately half of these states that provide for mandatory assistance.

Sanctions

Also under the II/USP of PSAA, California now joins 16 other states that have the legislative authority to close, take over, or reorganize a school that continues to underperform academically. Only three states—New York, Oklahoma, and Texas—have ever used such sanctions.

Note: Comparative information about states provided in Education Week, *Quality Counts 99*, 1999, Editorial Projects in Education, Volume 18, Number 17.

PSAA TIMELINE

April 1999	Public Schools Accountability Act of 1999 (PSAA) legislation (Chapter 3 of 1999) enacted
July 1999	*Framework for the Academic Performance Index (API)* approved by the State Board of Education
August 1999	Schools scoring in the lower half of the statewide distribution on the norm-referenced portion of the Standardized Testing and Reporting (STAR) program test for both 1998 and 1999 invited to participate in the Immediate Intervention/Underperforming Schools Program (II/USP)
September 1999 and each Fall thereafter	Eligible schools selected for II/USP
November 1999	*The 1999 Base Year Academic Performance Index (API)* approved by the State Board of Education
January 2000 and each Fall thereafter	API scores, rankings, and growth targets established and disseminated to schools
July 2000	Alternative accountability system established for small schools, alternative schools, continuation high schools, and county-administered schools
July 2000 and annually thereafter	Schools annually report API rankings on local School Accountability Report Cards
Fall 2000 and each Fall thereafter	Schools' past year achieved growth reported; schools not in II/USP that do not meet growth targets may be subject to II/USP; schools that meet growth target or the interim statewide performance target and demonstrate comparable improvement for significant subgroups receive awards from the Governor's Performance Award Program (GPAP) and/or AB 1114 (Chapter 52 of 1999)
Fall 2001	II/USP schools that do not meet growth targets receive public hearing, and local governing board chooses type of local intervention
Fall 2002	II/USP schools that do not meet growth targets but show significant growth continue in II/USP
Fall 2002	II/USP schools that do not meet growth targets **and** do not show significant growth fall under the sanctions of the State Superintendent of Public Instruction and State Board of Education